



English Language Arts: Theme: Diversity

K - 3rd

Use Kidzlit books like:

The Borrowed Hanukkah Latkes ♦ Bintou's Braids ♦ Elephant Dance ♦ A Gift from Papa Diego ♦ Hiromi's Hands ♦ How My Family Lives in America ♦ Three Cheers for Catherine the Great ♦ To Be an Artist ♦ Babushka Baba Yaga ♦ the emperor and the Kite ♦ Fire on the Mountain ♦ The Hungry Coat ♦ The Legend of the Lady Slipper ♦ A Big Cheese for the White House ♦ Running the Road to ABC ♦ Snow in Jerusalem

Use Readers Theater Scripts like:

Grandfather's Storytelling ♦ Two Flat Friends Travel the World ♦ Moving Forward

3rd - 5th

Use Kidzlit books like:

Going Home ♦ Hoops ♦ Neeny coming, Neeny Going ♦ The Sneetches and Other Stories ♦ Americans Champion Swimmer ♦ The Royal Bee ♦ Si, Se Puede! Yes We Can! ♦ The Wonderful Towers of Watts ♦ Crazy Horse's Vision ♦ Jaspers Day ♦ Journey Home ♦ The Last Dragon ♦ Muskrat Will Be Swimming ♦ The Whispering Cloth

Use Readers Theater Scripts like:

Grandfather's Storytelling ♦ Two Flat Friends Travel the World ♦ Moving Forward

6th - 8th

Use Kidzlit books like:

Corpses, Coffins, and Crypts ♦ Dreaming in Color, Living in Black and White ♦ America Street: A Multicultural Anthology of Stories

Use Readers Theater Scripts like:

Moving Forward ♦ The Tragedy of Othello, the Moor of Venice

FOLKTALES



Folktales are a fun way for students to learn about the culture of different countries. Folk tales are used to pass on traditional wisdom and morals. Similar tales can be found in various countries. On the accompanying list are books on folktales and other stories about your country. These can be found at the Stockton - San Joaquin Public Library. Feel free to bring in books from other sources to make your cultural study FUN!

Once you have located the type of folktale you want to share with the class, here are some tips on how to integrate them:

1. **Become a storyteller:** Reading a story aloud is very different from telling a story. Folktales were often passed down from generation to generation and across communities by storytellers. Become a storyteller by creatively expressing the story. Use role play, dynamic action, props and other actors to bring the folktale to life.
2. **Choral Reading:** Some of the books have recurring lines which students can say with you. Try to keep the rhythm going.
3. **Explore new words and objects:** Highlight words and objects from the folktale that may be new to the class. If a story mentions a bullock cart, bring pictures.
4. **Create different versions:** Take a popular folktale and find a different version of it. This could be a re-telling of the same story or a version from a different culture. (On the accompanying list those with an American version are starred.) Share both versions. Students can do the following:
 - Compare and Contrast the two stories using a Venn Diagram
 - Discuss both stories
 - Encourage the class to come up with their own versions.
5. **Story Sequencing Strips (K - 2nd)**
 - All stories have a beginning, middle, and end. Write the key sentences from each of these sections on paper. (6 - 10 sentences) Make sure to leave enough space between each sentence so you can cut them into strips big enough for small hands.

- Make enough copies for students to work in pairs and then cut into strips.
 - Put students in pairs and give each pair all of their sentence strips.
 - Students arrange the strips in order based on the story. Have the pairs summarize the story orally.
 - Higher-Level Activity:
 - Have a student select a sentence strip and remove it from the list.
 - Discuss how the rest of the story might change as a result.
6. **Plan a presentation:**
- Divide the class into groups. Tell students to think about / discuss the main idea of the story, the values hidden in it, the main characters etc.
 - Encourage them to put on a presentation based on their answers.
 - Presentation can be done orally with presentation boards or props
7. **Act It Out:** Students can put on a skit.
- Put students in groups.
 - Groups can act out the whole story or just their favorite part.
 - Groups can create a different story / skit based on the moral learned
 - Groups can perform before the rest of the class (Remember to keep the pace going so the class does not get bored.)
 - Group can perform during a Family Night.
8. **KidzLit Design:** Follow the KidzLit format. Look in KidzLit Guidebooks for ideas
9. **Readers' Theater Design:** Create a Readers' Theater or have the class help you create a Readers' Theater.

You may decide to choose to do one or more of the above activities. These activities should be done over several days.



Taken from article written by Annie Besant on behalf of Global Kids Oz & Recycled Mats
 <<http://simplymulticultural.com/2011/11/the-importance-of-folktales-from-around-the-world/>>

West African Books

Please see Folktales sheet for suggestions on how to use these books.

Title	Author	Summary	Grade
Agassu: Legend of the Leopard King	Dupre, Rich	Relates the traditional West African tale, based on actual events. Also includes brief biographies of nine African-Americans involved in the struggle for equal rights.	
Ananse and the Lizard : a West African Tale	Cummings, Pat	Ananse the spider thinks he will marry the daughter of the village chief, but instead he is outsmarted by Lizard.	
Anansi and the Magic Stick	Kimmel, Eric	Anansi the Spider steals Hyena's magic stick so he won't have to do the chores, but then the stick's magic won't stop, he gets more than he bargained for.	
Anansi and the Moss-Covered Rock	Kimmel, Eric	Anansi the Spider uses a strange moss-covered rock in the forest to trick all the other animals, until Little Bush Deer decides he needs to learn a lesson.	K - 2nd
Anansi and the Box of Stories : West African Folktales	Krensky, Stephen	Long ago in Africa, the sky god Nyame keeps all of the stories to himself, but when Anansi the spider asks their price, Nyame agrees to trade his stories if Anansi can perform four seemingly impossible tasks.	K - 4th
Anansi's Party Time	Kimmel, Eric	When Anansi the spider invites Turtle to a party just to play a trick on him, Turtle gets revenge at a party of his own.	2nd - 4th
Chinye : a West African Folk Tale*	Onyefulu, Obi	Chinye lives with her cruel stepmother and lazy stepsister, but her life changes for the better when a mysterious old woman in the forest directs her to a magic gourd. (Cinderella)	K - 3rd
Head, Body, Legs : a Story From Liberia	Paye, Won-Ldy	In this tale from the Dan people of Liberia, Head, Arms, Body, and Legs learn that they do better when they work together.	K - 3rd
How Stories Came into the World : a Folk Tale From West Africa	Troughton, Joanna	Once only Mouse knew, and kept to himself, the stories of how the world came to be until angry Lightning broke down Mouse's door and the stories escaped into the world.	K - 2nd
Koi and the Kola Nuts : a Tale From Liberia*	Aardema, Verna	An African folktale in which the son of the chief must make his way in the world with only a sackful of kola nuts and the help of some creatures that he has treated with kindness.	K - 4th
Mrs. Chicken and the Hungry Crocodile	Paye, Won-Ldy	When a crocodile captures Mrs. Chicken and takes her to an island to fatten her up, clever Mrs. Chicken claims that she can prove they are sisters and that, therefore, the crocodile shouldn't eat her.	K - 4th

West African Books

Title	Author	Summary	Grade
The Adventures of Spider: West African Folktales	Arkhurst, Joyce Cooper	Presents six tales about Spider, including those which explain how he got a thin waist and a bald head and why he lives in ceilings and dark corners.	K - 2nd
The Hunterman and the Crocodiles : a West African Folk tale	Diakite, Baba Wague'	Donso, a West African hunterman, learns the importance of living in harmony with nature and the necessity of placing humans among, not above, all other living things.	2nd - 4th
The Singing Man : Adapted from a West African Tale	Medearis, Angela	A couple's youngest son is forced to leave his West African village because he chooses music over the more practical occupations of his brothers, but years later he returns to show the wisdom of his choice.	K - 4th
The Story of Lightning & Thunder	Bryan, Ashley	In this retelling of a West African tale, Ma Sheep Thunder and her impetuous son Ram Lightning are forced to leave their home on Earth because of the trouble Ram causes.	3rd - 6th
The Talking Vegetables	Paye, Won-Ldy	After Spider refuses to help the villagers plant the vegetables, he is in for a surprise when he goes to pick some for himself.	K - 4th
Too Much Talk	Medearis, Angela	A retelling of a traditional West African tale about a king who refuses to believe that yams, fish, and cloth can talk until his throne agrees with him.	K - 3rd
Tower to Heaven Why Mosquitoes Buzz in People's Ears : a West African Tale	Dee, Ruby	When Yaa, who loves to talk while she works, hits the sky god one too many times with her pestle he disappears high up into the heavens and the villagers decide to build a tower to heaven to find him.	K - 3rd
Zomo the Rabbit : Trickster Tale From West Africa	Aardema, Verna	A retelling of a traditional West African tale that reveals how the mosquito developed its annoying habit.	K - 2nd
	Aardema, Verna	Zomo the Rabbit, an African trickster, sets out to gain wisdom.	K - 3rd

MY GEO POEM

1st, 2nd, 3rd

By _____

(Country name)

You can see the _____ and

Rivers.

The major city of _____.

The neighboring countries of _____ and

_____ and _____ and _____ and

_____ and _____.

The blue waters of the _____ Gulf.

The children play _____.

(Country name)

ACT IT OUT!

You will need imagination and a story

Optional are: costumes and props.

What is ACT IT OUT?

Students pretend to be characters in a story and do the action while staff read the story aloud.

1. Choose a story OR Write a story
Read and re-read the story so everyone is familiar with the characters and the action.
2. Assign the parts for each character.
3. You may need to designate places (the woods, the house) or you may want to make sets or representations of the scenes
4. Staff will read the story and the characters move through the action
5. Stop for specific key lines and sometimes the characters will say their lines.
6. Continue to the end of the story.

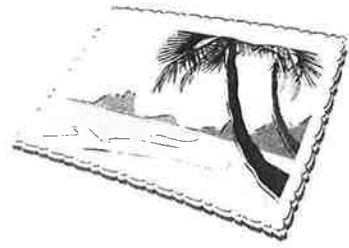
Present your "Act It Out" to others

Cut postcards apart

Design a stamp in upper right corner



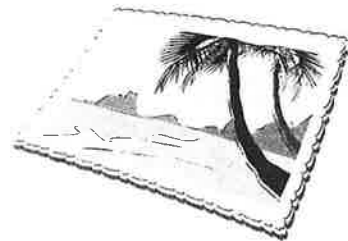
Postcard Assignment



Create a postcard to send to a friend, teacher or someone working at your school.

1. Design the blank side of the 'postcard' to show something about the culture and country you are studying. Fill up the whole card. Add color. Neatness counts!
2. On the lined side write home telling about the culture in general. What do you do every day? What food do you eat? What do you wear, and where do you live? The information should contain specific facts about your culture. Be sure to fill up the whole side of the card. Do not write big. Check your writing mistakes.
3. "Mail" your postcard to the person you are writing at your school

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Day In The Life Lesson Plan

Age: 3-8th grade

Time: 30 to 45 minutes

Compare and contrast the day in the life of a student from another country.

1. Read through the information with students.

2. Discuss with group what stood out to them.

3. Have students create their personal day in the life story (school day) from morning to night. What do they do, and when do they do it.

4. Review the Venn diagram exercise with students

- A Venn diagram is a classic way of getting students to compare and contrast the similarities and differences between key events, concepts or people.
- Characteristics shared in common go in the central area; characteristics possessed by just one go in the outer area of that circle where it does not overlap.

5. Pass out the Venn diagram to students

6. Label one side with student's name and on the other is the foreign student name.

7. Using the Venn diagram students will complete the paper comparing their similarity and differences to the foreign student.

8. Have students volunteer to share their experience.

Izetta - A Day in the Life of a Liberian Child

My name is Izetta Tompoe. I am 11 years old and I am in 5th grade. My sister, Helene is in 4th grade. We live in the "Chicken Soup Factory" community of Monrovia. We rise early every day because we must walk a long way to school. We dress in our blue and yellow uniforms and walk the long distance to our school. We feel special because our parents can afford to pay for us to go to school.



On our way we see many people. Women carrying buckets filled with homemade goods to sell at the market. We pass young boys carrying water-filled buckets on their heads. They cannot afford to go to school and will spend the day working.

At school we study reading, writing, and math. At mid-day we go home. As we pass homes, we see food being cooked outside on an open flame. The smell of rice and plantains reminds us we are hungry. And, we walk faster.

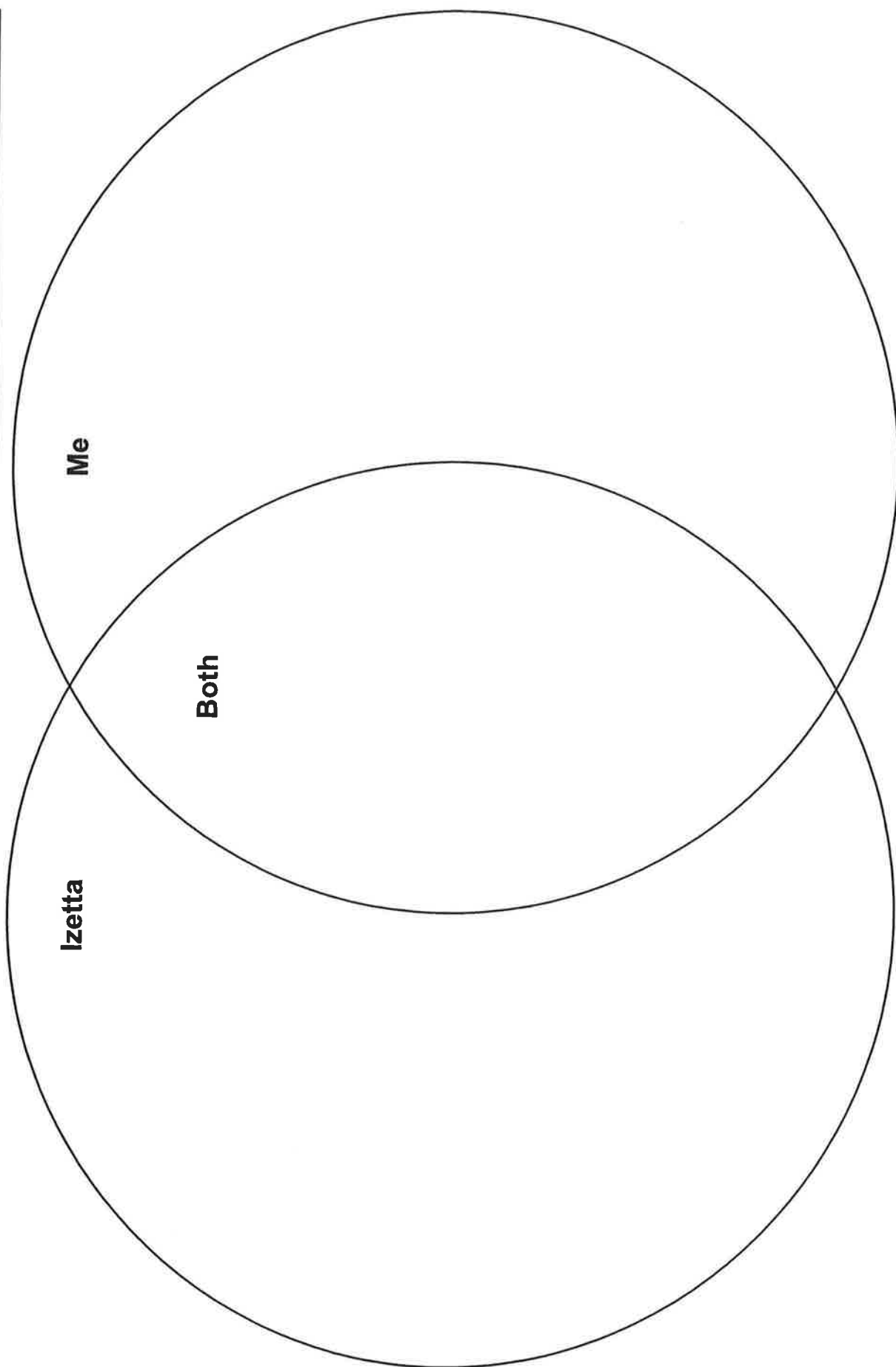
Once we are done eating, Helene and I do our chores. When we are finished, we go to our friend's house to play marbles and hand clapping games. I am good at chanting and keeping the rhythm of the claps. I am not good with marbles.

For dinner we have fufu and greens. We eat quickly because tonight is special. Tonight the Liberian Entertainment Awards are on tv. And maybe, just maybe, there will be electricity.

A DAY IN THE LIFE IN LIBERIA

Name: _____

Date: _____



Definition: A poem in which the first letters in each line form a name.

Materials: paper, construction paper or large index card, colored pencils

1. **Draft** - Write the name of your country down the left-hand side of paper (one letter on each line).
2. Using what you have learned, write several sentences about the country with each letter of the name forming the first letter of the lines.
3. **Edit** - Check your spelling and rewrite if necessary.
4. **Final copy** - Write or type your acrostic poem on paper or an index card.
5. Decorate the paper.
6. Sample acrostic poem using "FRANCE"

F

rom Kings and Queens to a

R

epublic, you have endured. You have given the world many great



rtists: Monet, Renoir, and Degas, to

N

ame a few. But, it is your desserts that I celebrate the most!

C

ustard, cream puffs, clafouti, and chocolate

E

clairs are my heart's delight.





L I B E R I A

GEO POEM

Students follow this pattern for the non-rhyming poem:

Line:

1. the name of the country
2. three to four physical features
3. one to three cultural features; for example, landmarks, museums main cities
4. bordering countries or bodies of water
5. a short description about the climate
6. three historical events that shaped the country
7. issues or problems of importance; for example, poverty, poor land, war, pollution, health care, education
8. the name of the country

SAMPLE

Country name

Features the

Includes...

Is bordered by...

And has...

Whose people remember...

And worry about ...

Country name

Your name

1. Write a 1st copy, make any corrections and write a perfect copy.
2. Illustrate your poem, make a border, decorate it with patterns that represent the country
3. Put your name in the lower right hand corner

Produce a Play

You will need imagination.

Optional are: costumes, props, a script, and a curtain.

What is a play?

Actors pretend to be characters in a story.

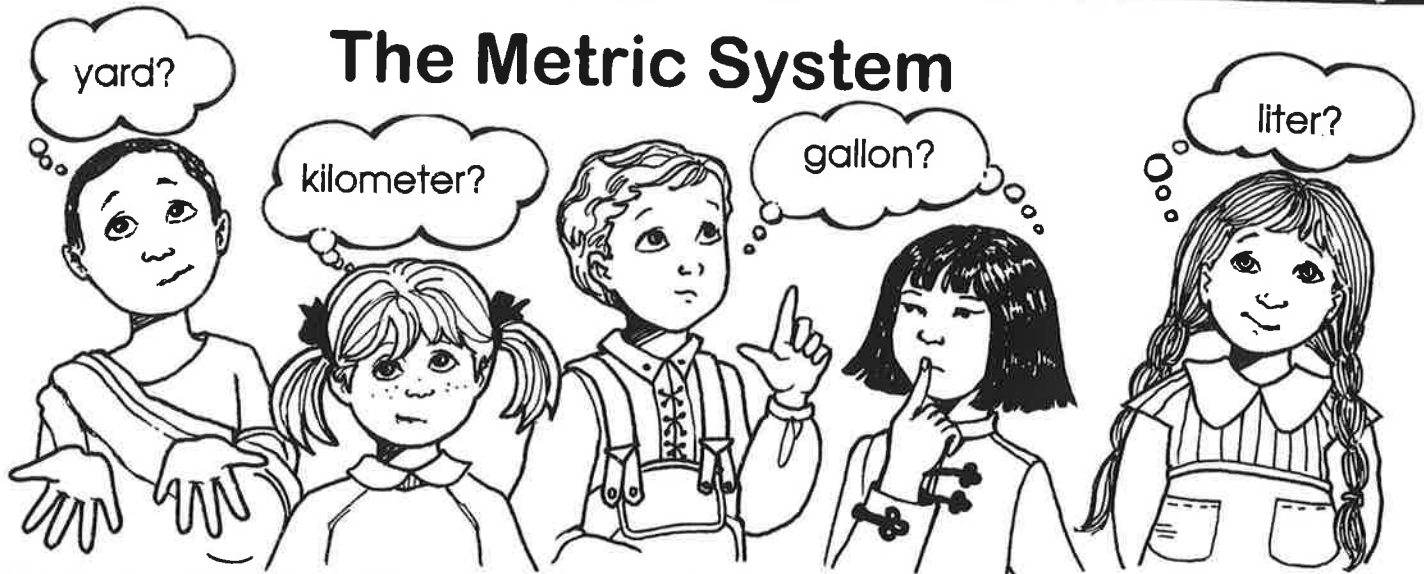
The audience watches and shows their appreciation of the play.

1. Choose a story related to your study. OR Write a story/play using what you have learned.

Read and re-read the story so everyone is familiar with the characters and the action.

2. Select the roles (the parts) that will be in your play.
3. Assign a group to write the script (you may want to work with older students to help with this part.)
4. Prepare costumes (this can be elaborate or simple head pieces or signs that tell the audience who is who), sets and props
5. Re-tell the story or practice with the script.
6. Practice several times.
7. Present your play to others.

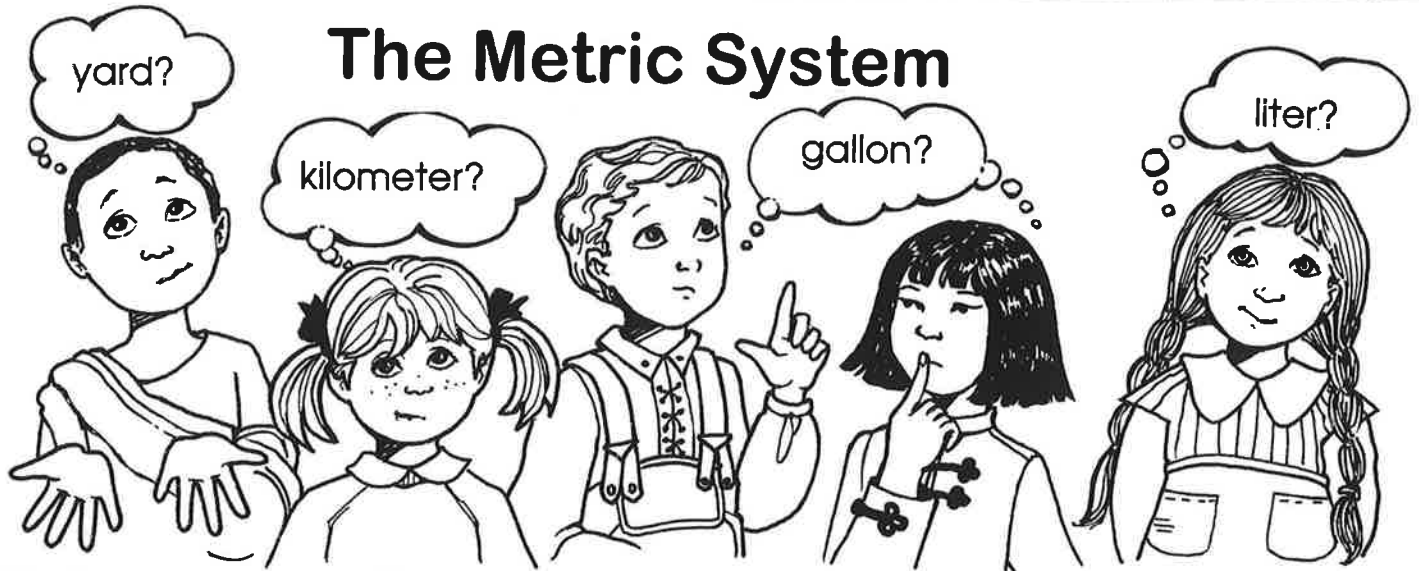
As you get better do more and more complicated productions.



The Metric System

All of the countries of Europe and nearly all the rest of the world use the metric system as their unit of measurement. This can be very confusing for Americans visiting Europe and for Europeans visiting America! Use a calculator and the clues below to help figure out metric equivalents.

1. **Area** of a wildlife refuge
enter: 5 square miles x 2.59 = _____ square kilometers
2. **Capacity** of a gallon of milk
enter: 1 gallon x 3.79 = _____ liters
3. **Height** of a man
enter: 6 feet x 30.48 = _____ centimeters
4. **Length** of a football field
enter: 100 yards x .91 = _____ meters
5. **Distance** to the sun
enter: 92,900,000 x 1.6 = _____ kilometers
6. **Weight** of bag of sugar
enter: 5 pounds x .45 = _____ kilograms
7. **Weight** of a loaded truck
enter: 7 tons x .91 = _____ metric tons
8. **Temperature** of snow
enter: (32° F - 32) x .56 = _____ ° Celsius
9. **Temperature** of your body
enter: (98° F - 32) x .56 = _____ ° Celsius
10. **Temperature** of boiling water
enter: (212° F - 32) x .56 = _____ ° Celsius



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Answer Key

1. 12.95 square cm.
2. 3.79 liters
3. 182.88 cm.
4. 91 meters
5. 148,640,000 km.
6. 2.25 kilograms
7. 6.37 metric tons
8. 0°C
9. 36.96°C
10. 100.8°C

The Metric System

Length

1 centimeter (cm)	=	10 millimeters (mm)
1 inch	=	2.54 centimeters (cm)
1 foot	=	0.3048 meters (m)
1 foot	=	12 inches
1 yard	=	3 feet
1 meter (m)	=	100 centimeters (cm)
1 meter (m)	≈	3.280839895 feet
1 furlong	=	660 feet
1 kilometer (km)	=	1000 meters (m)
1 kilometer (km)	≈	0.62137119 miles
1 mile	=	5280 ft
1 mile	=	1.609344 kilometers (km)
1 nautical mile	=	1.852 kilometers (km)

Area

1 square foot	=	144 square inches
1 square foot	=	929.0304 square centimeters
1 square yard	=	9 square feet
1 square meter	≈	10.7639104 square feet
1 acre	=	43,560 square feet
1 hectare	=	10,000 square meters
1 hectare	≈	2.4710538 acres
1 square kilometer	=	100 hectares
1 square mile	≈	2.58998811 square kilometers
1 square mile	=	640 acres

Speed

1 mile per hour (mph)	≈	1.46666667 feet per second (fps)
1 mile per hour (mph)	=	1.609344 kilometers per hour
1 knot	≈	1.150779448 miles per hour
1 foot per second	≈	0.68181818 miles per hour (mph)
1 kilometer per hour	≈	0.62137119 miles per hour (mph)

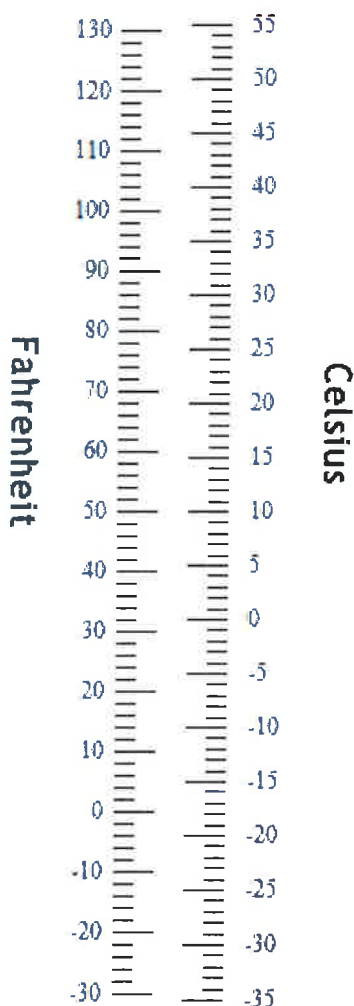
Volume

1 US tablespoon	=	3 US teaspoons
1 US fluid ounce	≈	29.57353 milliliters (ml)
1 US cup	=	16 US tablespoons
1 US cup	=	8 US fluid ounces
1 US pint	=	2 US cups
1 US pint	=	16 US fluid ounces
1 liter (l)	≈	33.8140227 US fluid ounces
1 liter (l)	=	1000 milliliters (ml)
1 US quart	=	2 US pints
1 US gallon	=	4 US quarts
1 US gallon	=	3.78541178 liters

Weight

1 milligram (mg)	=	0.001 grams (g)
1 gram (g)	=	0.001 kilograms (kg)
1 gram (g)	≈	0.035273962 ounces
1 ounce	=	28.34952312 grams (g)
1 ounce	=	0.0625 pounds
1 pound (lb)	=	16 ounces
1 pound (lb)	=	0.45359237 kilograms (kg)
1 kilogram (kg)	=	1000 grams
1 kilogram (kg)	≈	35.273962 ounces
1 kilogram (kg)	≈	2.20462262 pounds (lb)
1 stone	=	14 pounds
1 short ton	=	2000 pounds
1 metric ton	=	1000 kilograms (kg)

Temperature



Activity: Currency Conversion

In this activity, you will learn how to convert money between different currencies using an exchange rate table and a calculator.

You will need:

- a calculator
- A current list of exchange rates (look up on the internet)

Vacation!

The Brown family is going to visit many different countries on their vacation. From their home in California they will travel to Brazil, Norway, Russia, China, Liberia and Iraq. Mr. Brown uses his credit card to change money from USD (\$US) to the local currency in each of the locations they visit.

Because currencies change all the time, the amount of money Mr. Brown receives in each local currency will change from day to day. But the following table (old data) will give you an idea of how currencies are converted:

Currency	Code	USD/1 unit	Units/ 1 USD
Norwegian Krone	NOK	0.149310	6.69869
Chinese Yuan	CNY	0.163517	6.11838
Brazilian Real	BRL	.415782	2.40354
Russian Ruble	RUB	0.0241013	41.4890
Iraq Dinar	IQD	0.00086020	1,162.52
Liberian Dollar	LRD	.01081	92.5

You will notice that there are two sets of figures for each country – the USD/ 1 unit and the Units/ 1 USD. This is because you get one rate for changing from \$US to the foreign currency and a different rate for changing back from the foreign currency to the \$US.

This is how the banks make their money.

So which figure should you use?

The USD/ 1 unit figure tells us how to convert one unit of the foreign currency to the US currency. The Units/ 1 USD figure tells us how to convert one unit of the US currency to the foreign currency.

Your Turn

Find today's current exchange rates! Use the internet to find them and fill them in:

Let's look at an example

Mr. Brown converts USD500 to Norwegian Krone . How much does he receive?

We are converting to Norwegian Krone, so we use the second row of the table We are converting from the US currency to the Norwegian currency, so we should use the Units/ 1 USD column:

Currency	Code	USD/1 unit	Units/ 1 USD
Norwegian Krone	NOK	0.149310	6.69869
Chinese Yuan	CNY	0.163517	6.11838
Brazilian Real	BRL	.415782	2.40354
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Iraq Dinar	IQD	0.00086020	1,162.52
Liberian Dollar	LRD	.01081	92.5

So he receives $\text{NOK}500 \times 6.69869 = \text{NOK}3349$

Your Turn

How much will Mr. Brown receive if he changes

- USD1000 to Russian Ruble?
- USD650 to Iraqi Dinar?
- USD400 to Chinese Yuan?

Another example

When the Brown family arrives back in the US from Norway, Mr. Brown finds that he has NOK220 left over and wants to change it back into USD. How much does he receive?

We are converting from Norwegian Krone, so we use the first row of the table We are converting from the Norwegian Krone currency to the US currency, so we should use the USD/ 1 unit column:

Currency	Code	USD/1 unit	Units/ 1 USD
Norwegian Krone	NOK	0.149310	6.69869
Chinese Yuan	CNY	0.163517	6.11838
Brazilian Real	BRL	.415782	2.40354
Russian Ruble	RUB	0.0241013	41.4890
Iraq Dinar	IQD	0.00086020	1,162.52
Liberian Dollar	LRD	.01081	92.5

So he receives $\text{NOK}220 \times 0.149310 = \text{USD}32.85$

Your Turn

How much will Mr. Brown receive if he changes

- BRL 50 convert to USD
- IQD 15000 convert to USD
- LRD 1000 convert to USD